



Kinderley Primary School

PSHE Policy

February 2021



'The sky is not the limit. It is only the beginning'

Intention and Aims:

At Kinderley Primary School we believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. Our school has an ethos where pastoral care and the whole children are at its centre and staff are encouraged to provide social and emotional support to the children. Teachers use teaching assistant time flexibly so children's social and emotional needs are supported as this is key for effective learning so as needs arise children will be given time and space to work through problems with trusted adults

Under the new guidance issued by the DfE, by September 2020 (extended to 2021), Relationships Education at primary school will be compulsory. We believe that, to be effective, RSHE should always be taught within a broader PSHE education programme. RSHE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

The aims of PSHE and RSHE at Kinderley are to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Implementation:

To do this PSHE needs to:

- develop pupil's skills
- enable them to ask questions
- reflect on their learning

Provision Made for Children with Particular Needs

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted.

We provide:

- an open door policy and contact with parents working in partnership with the school.
- trusting relationships with teaching team and other members of staff enabling children to have choice and a variety of people to talk to.
- high levels of teaching assistant support enabling ongoing support in PSHE when needed.

It is not the school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement.

Planning, Teaching and learning

At Kinderley, we have purchased the 'Jigsaw PSHE' Scheme of work, with a view to implementing the full scheme from September 2021. For the summer term 2021, the PSHE elements of Jigsaw will be used to supplement the RSHE scheme of work (Discovery Health and Relationships) already in place across the school.

Early Years

In the Early Years, we encourage the development of skills, knowledge and understanding that help children make sense of their world as set out in Development Matters.

Therefore, in our foundation stage unit, the development within PSHE relates to the objectives for PSED set out in the EYFS development matters guidance. This underpins our planning for children aged 2-5 in our setting. We provide a variety of learning experiences and a rich environment where children learn vital PSHE skills around making relationships, self-confidence and self-awareness and managing feelings and behaviour.

- Teachers will plan to use a range of learning styles including class discussions, hot seating, sharing time, stories and role-play to deal with issues that are planned or arise naturally.
- Provision of role-play opportunities throughout the school offers children the opportunity to develop social, communication and problem solving skills, explore ideas and relationships, cooperate with others and work collaboratively in small groups.

We allocate weekly curriculum time to PSHE education and our provision is further enriched through assemblies, themed days, mental health and wellbeing and visitors

Staff

- Staff are responsible for:
- Delivering PSHE and RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils

Teachers training needs are determined at review meetings during the performance management cycle. Whole school training needs are planned into action plans. The school ensures they are kept informed of relevant changes to aspects of PSHE . They are encouraged to access appropriate school based INSET or external CPD opportunities. Two staff are currently trained as Mental Health champions.

Answering Difficult Questions

- Teachers must be careful to ensure that their personal beliefs and attitudes do not influence the teaching of PSHE .
- No one (teacher or pupil) should be expected to answer a personal question.
- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.
- Teachers should listen to children but not lead or further question the child, in line with the school's child protection guidelines.

If a teacher is concerned that a pupil is at risk of abuse this needs to be noted down and reported to the Head teacher and the usual child protection procedures followed.

Impact: Assessment, feedback and recording

Assessment

In PSHE there are two broad areas for assessment:

1. Children's knowledge and understanding, for example, information on health and nutrition, understanding codes of conduct, understanding health and safety procedures, and the meaning of ideas including democracy e.g. the nature of co-operation and competition.
2. How well children can use their knowledge and understanding in developing skills and attitudes, for example through discussions, group tasks, and learning challenges, managing conflict, making decisions and promoting positive relationships.

Parents' right to withdraw

The school is well aware that the primary role in children's relationships and sex education lies with parents and carers. We wish to build a positive and supportive

relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Make available online, via the school's website, this PSHE and RSHE Policy;
- Answer any questions that parents may have about the RSHE/PSHE education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE/PSHE in the school;
- Inform parents about the best practice known with regard to RSHE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

We have committed to retain parents' right to withdraw their child from sex education within RSHE (other than sex education in the National Curriculum as part of science). There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

If a parent wishes their child to be withdrawn from the sex education elements of RSHE, they should discuss this with the headteacher, and make it clear which aspects of the programme they do not wish their child to participate in.

Confidentiality

Confidentiality for young people cannot and must not be guaranteed by staff. The boundaries of confidentiality should be made clear to pupils. Please refer to the Child Protection Policy for further detail.

Links with Other Policies

This policy has links to Health and Safety Policy, Equal Opportunities Policy, Child Protection Policy and the Confidentiality Policy.

Equal opportunities

All children have equal access to the curriculum regardless of their gender, disability or ability. We are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.

Monitoring and Evaluation

It is the responsibility of the Governing Body to monitor the effectiveness of this policy.

Signed by Chair of Governors:

Date:

Signed by Headteacher:

Date:

Review Date: